

## What's in a Name? Outreach vs. Basic Services: A Survey of College and University Archivists

Tamar G. Chute

**ABSTRACT.** Many archivists believe that outreach is an important part of their job. However, how do archivists define the term outreach? How does outreach compare to basic services? What types of outreach programs are being done? This article reports the results of a survey that asked college and university archivists to answer these and similar questions. The author describes the respondents' answers, compares their opinions about outreach and basic services, and reports the types of outreach programs that are done. The article concludes with a new and more inclusive definition of outreach that is based on the respondents' answers.

### INTRODUCTION

The primary goal of every college and university is education. Accordingly, in the *Guidelines for College and University Archives* written by the College and University Archives Section of the Society of American Archivists (SAA), the mission of the archives is to educate.<sup>1</sup> How, then, does the archivist do this? The primary source of education and teaching for archivists is outreach. But what, really, is outreach? Archivists may read about outreach in articles, attend sessions on it at conferences, or look up the definition in the *SAA Glossary*. But what, they may ask, are the differences between outreach and basic every day services? What are the most common types of outreach? Why does an archivist choose one program over another? How important is it really to the overall objectives of the archives?

Much has been written about outreach—from business archives to college and university archives, case studies and small groups of archivists—and separately about college and university archives. Previous surveys of college and university archives have usually asked for the status of the archives, the date of their founding, their size, scope, staff, holdings, facilities, and the problems they face. The most recent survey of college and university archives was completed and reported in the *American Archivist* in 1982. The authors, Nicholas Burckel and J. Frank Cook, asked many questions concerning both archivists and their collections, but only a few about outreach. The respondents' answers led to the authors' analysis on current outreach practices, although they did not use the term outreach. At the time, only 6% said that they hoped to increase use, and "a scattering of respondents also mention responsibility for exhibitions and displays, oral history, fund raising, and teaching."<sup>2</sup> Although these numbers are interesting, the questions were not asked within the context of outreach or even with a written definition of outreach.

Ten years later, in 1992, SAA published a definition of outreach in *A Glossary for Archivists, Manuscript Curators, and Records Managers*. The SAA defines outreach as "organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value."<sup>3</sup> As seen here, the definition

concentrates only on potential users and does not give concrete examples of outreach. Because of the lack of comprehensive information about outreach practices, the author set out to survey college and university archivists about the differences between outreach and basic services. College and university archivists make up a large portion of the membership of SAA, and the author hoped to gain insight from their knowledge and experience. The respondents' answers to the survey will explain what outreach is, determine how outreach differs from basic services, who outreach is intended to reach, and what archivists believe about outreach. The survey's overall purpose is to discover the current opinions and practices of college and university archivists with regards to outreach programs and most significantly, to define outreach in a more meaningful way.

This article will first explain how the survey was organized, designed, and conducted. What follows are the results of the survey and an analysis of the respondents' answers. Finally, the essay will conclude with a discussion of what the results show about archivists and will offer a new definition of outreach based on the respondents' answers.

## **METHODOLOGY AND SURVEY ADMINISTRATION**

The author began with the hypothesis that most college and university archivists do some level of outreach, that there is a wide range of programs, and that these outreach programs may be related to the archivists' length of time in the field or to the size of their institution. The following research questions were meant to expand the initial hypothesis and provided the basis for the survey questions:

1. What are college and university archivists doing for outreach?
2. How are outreach decisions made?
3. What are the differences between basic service and outreach?
4. What do college and university archivists think about outreach?

The author had several assumptions: that college and university archivists vary in their beliefs about the importance of outreach programs in their repositories; that all archivists create outreach programs and they attempt different activities to attract attention of potential users and donors; and that outreach is more important to the respondents than to their supervisors or high-level administrators.

A few key terms for this survey are necessary to understand. As a term, outreach was purposely not explained by the author. Instead, the author hoped the respondents would create a definition of outreach based on their own experiences and confirm this through their answers. The respondents were also asked to compare their own definition of outreach to the "official" SAA definition of outreach. Attempting to have respondents define outreach had mixed results. A few archivists responded by asking the author to define outreach. In follow up communication, the author explained that the archivists should define outreach themselves so that their answers could be compared with others. After looking at the results, a definition of outreach was reached through the respondents' answers and this definition will be discussed later in the article.

A few other terms used continually throughout the survey included "basic service," "reference," and "referral." For this survey, basic service is intended to mean all functions and activities performed on a daily basis at the archives. "Reference" work entails conducting research and helping patrons, and "referral" is directing patrons to parts of collections in the

archives as well as additional sources at other repositories to help answer their questions.

There are limitations to this study. The survey was only conducted with college and university archivists in North America who are members of the College and University Archives Section of SAA. Although this is a smaller number than all archivists at colleges and universities throughout North America, this appeared to be the most practical way to find a list of names and addresses for the population. Because individual opinions were sought, the list could not be of archives, but instead had to be of archivists.

To learn about outreach programs in colleges and universities, a survey was selected for several reasons. First, a survey would reach all different types of academic institutions, regardless of size, type, or geographic location. Second, to answer the question of what archivists are doing with regards to outreach activities, a survey would be the only way to create the correct data to answer this and other questions. Finally, a large number of respondents would allow for some generalization among all college and university archivists and perhaps reveal important trends or opinions among archivists.

As of August 2001, 603 people were members of the College and University Archives Section of SAA. As previously mentioned, this group was chosen because it was necessary to have a list of college and university archivists and the section list was the only one available. Following the sample chart in *Basic Research Methods for Librarians*, 234 people were chosen as the representative sample from the larger group.<sup>4</sup> The list was entered into a Microsoft Access database and the program generated the random sample. Electronic mail (email) addresses were used to contact the archivists.<sup>5</sup> A survey of 35 questions was sent to the sample population, requesting responses about the archivists themselves, their institution, and most importantly, their opinions about outreach.<sup>6</sup> The surveys were sent from September 2001 until November 2001. This time frame was necessary due to error messages and automatic responses from returned email. Unusable addresses were replaced from the population of 603 College and University Archives Section members in SAA.

The survey was mailed electronically to the sample population, preceded by an initial letter of introduction. Following the initial contact, several individuals responded that although they are members of the College and University Archives Section, they themselves were not archivists in colleges or universities. These individuals were thanked for their response and replaced with other archivists from the original pool. The survey questions were sent to all archivists within the text of the email, not as an attachment, to ensure that all could and would easily be able to read the survey. One archivist requested a print copy of the survey, which was sent. Participants were asked to either email, fax, or mail the survey back. Those returned by email were printed for ease of use during data entry. A total of 234 surveys were distributed and 116 archivists responded in the span of three months, creating a return rate of 49.6%.

The author entered the respondents' results into a Microsoft Access database that was built for the project. Microsoft Access and Microsoft Excel were used to analyze some of the numbers, such as averages and sums. The author printed out the total results chart and did other analysis by hand. This included performing mathematical calculations, examining terms for similarity, and comparing responses from different institutions.

## **SURVEY RESULTS**

### ***Archivists' Statistics***

It is important to begin with an understanding of the demographics of the respondents and then their institutions. Questions 10 through 14 were intended to answer questions about individual archivists. Of the respondents, 88.8% currently work for a college or university archives, and they have been in the field for an average of 11.85 years. On average, the respondents have worked in their current positions for 7.66 years (see Figure 1).

It should also be noted that the respondents' answers ranged from less than one year up to 38 years of service in college and university archives. This is important because colleagues in the past have suggested to the author that archivists who have been in their positions many years have had the opportunity to become more involved in a variety of outreach programs.

**FIGURE 1**

<b>Type of Institution</b>	<b>Average Years in Archives Field</b>	<b>Average years in current Position</b>
4 year college	11.05	8.27
2 year community college	7	3.67
Religious training	2	1
Universities with graduate programs	13.76	8.24
Other	6.82	4.55

This belief did not prove to be true. Archivists in the field one year tended to list as many outreach activities as those in the field many more years. One archivist who has been in the field one year listed reference, records management, displays, presentations to classes, and web work among her outreach activities. On the other hand, a number of archivists who listed "none" as their outreach activities have been in the field 3, 8, and 18 years.

The archivists were asked to describe their working environment to determine whether or not this made a difference in their outreach activities. Of those who responded, 41 are directors or the head of their archives, 29 are lone arrangers, 25 are one archivist among others, and 11 consider themselves to be in another category. Most respondents have the title of archivist (26.7%) or college/university archivist (21.6%). Other titles include the head of special collections (11.2%), the director of the archives (12.9%), assistant or associate archivist (11.2%), and reference librarian (6.8%).

### ***Institutions' Statistics***

Just as the archivists who responded were very different, so were their institutions. The institutions were described as follows: 37 (31.9%) as 4 yr colleges; 3 (2.6%) as 2 year community colleges; 2 (1.7%) as institutions of religious training; 63 (54.3%) as universities with graduate programs; and 11 (9.5%) as other types of institutions. The total student enrollment at the institutions averaged 14,005 students. This included a high number of 82,000 students and a low of 150 students (see Figure 2).

Because the survey asked questions about supervisors and overall control over outreach, respondents were also asked if their archives is administratively and/or physically located within other libraries. A significant number of the respondents (86.2%) work at college or university archives that are administratively part of a larger archives/special collections or library with 79.3% physically located within a larger library. If these numbers are compared to the 1982 study, it is apparent that this has not changed much in twenty years. In 1982, 82% of the archives surveyed reported to library administration, while 89% were physically located within the library.<sup>7</sup>

Hours of public service could be an important factor when determining if outreach is necessary or practical. The archivists responded that their archives are open between 9 and 76 hours per week, with the median being 40 hours per week.<sup>8</sup> This has, surprisingly, changed little from 1982. The average hours open in 1982, if the repositories that were not open regularly for patron use were eliminated, was also 40 hours a week.<sup>9</sup> The number of outreach activities listed by the respondents seems to correspond with the amount of hours the archives is open. Archives open less than 20 hours a week (13) listed fewer outreach activities than those open more than 20 hours a week. The types of outreach named by these 13 institutions included explaining to library administration the importance of the archives and making the college community aware of the archives. Those archives open more than 20 hours a week, up through 76 hours, ranged from no programs to multiple and diverse outreach programs. This may indicate that those archives that are open fewer hours have less time for outreach activities or are less inclined to encourage use when they are not as available as other archives.

**FIGURE 2**

	<b>4 year college</b>	<b>2 year community college</b>	<b>Religious training</b>	<b>University with graduate programs</b>	<b>Other</b>
# of survey respondents	37	3	2	63	11
Enrollment average	4449.41	8333.33	500	22239.11	2986.09
Low-High Enrollment	150-23000	2000-20000	500	1800-82000	150-23000

The number of employees may actually affect outreach programs and the archivists' feelings about outreach more than the amount of hours their repositories are open. The total average of archives employees in the department was 4.73 people.<sup>10</sup> On average the number of employees who are actively involved in outreach was 3.03 people.

The archivists were asked to describe their thoughts about outreach. The possible answers were: 5 = extremely important; 4 = very important; 3 = average importance; 2 = somewhat important; 1 = not at all important. For archives with between 1 and 4 employees (77), the respondents' answers for the question of outreach importance averaged 3.88. For archives with between 5 and 28 employees (38) the average was 4.37. This difference may indicate that archives with larger staffs can do more outreach, have more time and resources for outreach, and therefore find it more important. The difference in the feelings about outreach is even greater when looking at archives with only one employee (24) whose average answer was 3.46 and at archives with 11 or more employees (11) whose average answer was 4.45.

### ***Outreach Basic Statistics***

After learning about the archivists and their institutions, a few basic questions about outreach programs were asked. Only 6.9% of respondents have a separate outreach budget. Most (40.5%) are funded through general archives funds, although others mentioned grants, endowments, and donations. A majority of the respondents participate in outreach activities every week (57.8%). Participating every other week are 12.1%; 8.6% participate once a month; 4.3% participate every three months; and 3.4% participate every other month. Interestingly, 8.6% claim that they never participate in outreach activities (see Figure 3).

**FIGURE 3**

<b>Type of Institution</b>	<b>Number of employees</b>	<b>Number of employees Involved in outreach</b>
4 year colleges	2.78	1.95
2 year community colleges	1.3	1
Religious training	1, 15*	0, 11*
Universities with graduate programs	5.84	3.46
Other	5.27	4.36

\* The two religious training schools are listed individually in this category due to the large difference in the number of employees.

### ***Basic Services vs. Outreach***

The difference between basic services and outreach activities is essential in determining what outreach means. Because of this, the archivists were first asked to choose what activities they believed were basic services. They were then asked to select from the same options those considered for outreach (see Figure 4). The list for both was the following:

The respondents' answers, and the amount of agreement, differed as expected. However, the choices and amount of disagreement among archivists were surprising. While archivists seem to know what basic service is, there is much less consensus when it comes to outreach. This is evident in the respondents' top ten answers for basic services and for outreach. The archivists' agreement on the top ten basic services ranged from 97.4% to 87.1%, while their agreement concerning which programs were actually outreach ranged from 87.1% to 65.5%. This means that although archivists know what basic services entail, they are not as sure about outreach.

**FIGURE 4**

<b>Checklist for both basic services and outreach:</b>
<input type="checkbox"/> Answering questions for on-campus patrons (students, staff, faculty)
<input type="checkbox"/> Answering questions for off-campus patrons (alumni, public)
<input type="checkbox"/> Referring patrons to other archives/repositories (on and off campus)
<input type="checkbox"/> Donor relations
<input type="checkbox"/> Presentations to classes or groups who visit the archives
<input type="checkbox"/> Presentations to classes or groups outside the archives (on and off campus)
<input type="checkbox"/> Records management
<input type="checkbox"/> Exhibits
<input type="checkbox"/> Displays (bulletin boards, information boards, etc.)
<input type="checkbox"/> Brochures
<input type="checkbox"/> Committee work on campus
<input type="checkbox"/> Giving tours of the archives
<input type="checkbox"/> Cataloging
<input type="checkbox"/> Accessioning
<input type="checkbox"/> Processing
<input type="checkbox"/> Preservation
<input type="checkbox"/> Internet work (web pages)
<input type="checkbox"/> Reproducing photographs, tapes, films
<input type="checkbox"/> Photocopying
<input type="checkbox"/> Research (for yourself for both personal advancement and/or publication)
<input type="checkbox"/> Indexing (i.e., for a magazine)
<input type="checkbox"/> Loaning records to the office of origination

### ***Top 10 Basic Services vs. Top 10 Outreach<sup>11</sup>***

Notice that only five of the respondents' answers in the top ten correspond with each other: answering questions on campus; answering questions off campus; presentations to classes or groups who visit the archives; donor relations; and giving tours. This is rather interesting because answering questions, or reference, would traditionally fall under basic services only, while tours and presentations are often associated specifically with outreach. This may indicate that in some instances, the difference between the two, basic services and outreach, has disappeared. On the other hand, other answers from the respondents remain more typical, accessioning and processing as basic services, and exhibits and displays as outreach (see Figure 5).

### ***Clientele, Basic vs. Outreach***

After discovering what services and outreach programs are considered by the respondents, it is necessary to know to whom they are offered. In addition to the difference between on and off campus patrons, seen in the answers above, it is possible to further divide the

archives' clientele by the type of patron. The top three clientele for basic services are faculty, staff, and administrators, with students coming in a close fourth. On the other hand, students are the first focus of outreach programs followed by alumni and then faculty. Basic services are offered almost equally to the local public and those throughout the United States and Canada. However, outreach programs appear to concentrate more on the local public than on those outside the local area (see Figure 6).

**FIGURE 5**

	<b>Basic Services</b>	<b>Outreach</b>
1	(97.4%) Answering questions for on-campus patrons (students, staff, faculty)	(87.1%) Presentations to classes or groups inside the archives
2	(96.6%) Answering questions for off-campus patrons (alumni, public)	(86.2%) Exhibits
3	(96.6%) Processing	(85.3%) Giving tours of the archives
4	(93.1%) Accessioning	(82.8%) Presentations to classes or groups outside the archives (on/off campus)
5	(92.2%) Referring patrons to other archives/repositories (on and off campus)	(80.2%) Brochures
6	(92.2%) Preservation	(77.6%) Internet work (web pages)
7	(90.5%) Presentations to classes or groups who visit the archives	(74.1%) Donor relations
8	(88.8%) Donor relations	(71.6%) Displays (bulletin boards, information boards, etc.)
9	(87.9%) Photocopying	(68.1%) Answering questions for off-campus patrons (alumni, public)
10	(87.1%) Giving tours of the archives	(65.5%) Answering questions for on-campus patrons (students, staff, faculty)

After asking the archivists to whom outreach programs and basic services are directed, they were then asked to identify their primary clientele for both. Many respondents had problems answering this question because it asked for one answer. Several archivists commented that they could not divide their answer, and that their primary clientele was the entire campus community. However, for those who answered for both outreach and basic services, their response indicated that their primary clientele are students followed, after quite a drop, by administrators (see Figure 7).

**FIGURE 6**

	<b>Basic Services Clientele</b>	<b>Outreach Clientele</b>
1	(98.3%) Administrators, Staff, Faculty	(81.9%) Students
2		(81.0%) Alumni
3		(79.3%) Faculty
4	(97.4%) Students	(75.9%) Administrators, Staff
5	(94.8%) Alumni	
6	(85.3%) Public in the United States or Canada	(69.8%) Local public (municipal, county, state)
7	(84.5%) Local public (municipal county, state)	(54.3%) Public in the United States or Canada
8	(75.9%) Public abroad	(40.5%) Public abroad
9	(48.3%) Members of a consortium	(31.9%) Members of a consortium



**FIGURE 7**

	<b>Basic Services Primary Clientele</b>	<b>Outreach Primary Clientele</b>
1	(31.0%) Students	(34.5%) Students
2	(22.4%) Administrators	(11.2%) Administrators
3	(10.3%) Staff	(6.9%) Local public (municipal, county, state)
4	(6.9%) Public in the United States or Canada	(4.3%) Alumni, Faculty, Public in the United States or Canada, Staff
5	(4.3%) Faculty	
6	(3.4%) Local public (municipal, county, state)	
7	(0.9%) Alumni	
8*		
9		

\* None of the respondents chose members of a consortium or the public abroad in this category

One very interesting statistic is that only 4.3% of the respondents answered that faculty are their primary clientele in basic services, below students, administrators, staff, and the public in the US or Canada. There may be multiple reasons for this. Faculty members may not use the college and university archives in their own research because the focus of the archives is primarily on the institution's history and may not fit into the faculty member's research agenda. This statistic may also show that there is little connection between the archives and faculty members in terms of records management. Those archivists who are responsible for records management, and want to receive faculty papers, may need to concentrate more on the faculty. This issue should be an area of further study in the future.

### ***Users Discovery of Archives and the Internet***

The purpose of outreach is to inform patrons about a topic, but also about the archives itself. Respondents were asked how users discovered the archives to determine whether or not their answers corresponded with the type of outreach programs that are done. The second most common way patrons discover the archives is referral by others. This shows how important it is to have outreach programs for those within the library or archives system. However, the most significant way archivists think that users discovered the archives was through the archives' web site or online catalog. Despite this answer, Internet work was only the sixth highest form of outreach in the top ten. Although not intended at the time the survey was written, this directly correlates to the question asked about the Internet.

Because the Internet is often touted as being essential to any college or university archives, the respondents were asked: what is the role of the Internet for your archives? Most said the role consisted of a web site with information. Some have finding aids (23) online, some exhibits (7), and some use the Internet for publicity and advertising.<sup>12</sup> Most interesting, however, was the division in the answers of those who said that the Internet had a large or major role (15), an increasing role (11), very little or not much of a role (14), and none at all (8). This information

was offered by the respondents, not asked for by the question. These answers were given almost equally, and they were divided evenly among the different types of institutions. This means that in college and university archives, the level of importance and support for web work varies significantly. This challenges general beliefs about the importance of the Internet and the motivation behind web work. It also shows that there is great division among college and university archives between those who have a large and expanding role and those who have put little or nothing online and do not find it necessary.

While archivists continue to debate what part of the Internet is more important, and where expertise should be gained, the lack of consistency among archives with an Internet presence has implications for those pursuing Encoded Archival Description (EAD) and other archival standards. How can EAD become a standard if the archives has nothing or very little online? The initial question was not set up to answer this, but it is interesting that the respondents expressed these sentiments. It is also surprising that although 77.6% believe that the Internet work is outreach, the archivists expressed uncertainty as to whether or not web work should even be done.

### ***Frequent Outreach Programs vs. the Most Recent Activities***

Question 23 asked the archivists to list the outreach activities performed most frequently at the archives. When comparing this to the top ten outreach activities, there were some similarities. Presentations and instructions (50 answers) were the outreach programs done most frequently and the number one answer in the top ten. Reference work, the second most frequent activity listed by the archivists, is ninth and tenth in the top ten activities. Exhibits (31 answers), Internet work (17 answers), tours (10 answers), and displays (5 answers) were also commonly cited as frequent activities and are also among the top ten. An analysis of their answers indicates that the archivists' most frequent outreach activities echo their answers for the top ten types of outreach.

The types of outreach activities that archivists listed as those they perform themselves greatly correspond with their answers to the general question on outreach activities. The most frequent answer for both was presentations, with exhibits ranked second. Reference was third, while answering questions on and off campus were the ninth and tenth answers in the top ten. An interesting difference were the answers of twenty archivists who wrote that writing for publication was one of their outreach activities. Research for personal advancement and/or publication was the fifteenth answer on the outreach checklist. Similarly, twelve respondents stated that records management, also low on the types of outreach list, is one of their own frequent outreach activities.

When comparing the types of outreach conducted by archivists compare to their most recent activities, it is interesting to note that the answers are almost identical. Question 27 asked what types of outreach the archivist is personally involved in, and question 28 asked for the most recent outreach activity the archivist had done. The most frequent answers to the archivists' recent activities, as well as the outreach they normally do, follow the traditional ideas of outreach: presentations and exhibits/displays. In fact, these two answers were also the top two answers on the top ten outreach programs. The biggest difference among the answers to questions 27 and 28 is reference. Reference work, the third most mentioned activity of archivists in question 27, was only mentioned once as the most recent activity in question 28.

These answers may show the difference between the idea of reference as an outreach

activity, the actuality of what is done, and the archivists' perceptions of their activities. While archivists include reference and answering questions among their own outreach activities, when asked for a specific instance of outreach they did not select reference. Although it is possible that reference work was not their most recent activity, it is difficult to believe that only one archivist answered a reference request more recently than giving a presentation or creating an exhibit. This distinction of reference as a separate activity, more basic than outreach, but still a part of outreach, is perhaps a sign that basic services and outreach are not extremely different. Where to draw the line, or if one even needs to be drawn, is much more difficult in these circumstances. In a related question, the archivists were asked: how important is reference to you as an archivist? While 79.3% see outreach as very or extremely important, 92.4% feel the same way about reference. If indeed reference is a part of outreach, then outreach should be that important as well.

When asked about their most recent activity, the respondents were asked for whom the activity was intended. Most programs were directed toward students, who were also the primary clientele for outreach programs. The second most common recent activity was directed at the public and campus communities, while for outreach programs it was the administration.<sup>13</sup> It is interesting that students are continually the most important target group for outreach. No one else comes close. This fact would be interesting to compare to a user study to determine whether or not the targeted outreach group is actually using the archives.

### ***The Importance of Outreach***

Many archivists, 47.5% of the respondents, spent more than three hours on their most recent outreach activity. At the same time, approximately 70% of respondents do outreach activities every week or every other week. Although most of the respondents make the final decision whether or not outreach programs will be conducted (47.4%), 41.4% said that their supervisor or the dean/director of the library has the final decision. This response corresponds to the answers to questions 31 through 35 that asked the respondents to answer how important outreach is to them and to their supervisor. Of the respondents, 79% think that outreach is very important or extremely important. On the other hand, according to the respondents, only 60% of their supervisors believe outreach is very or extremely important.

This twenty percent difference may be significant in archives where there are questions about activities and priorities. For those who say their supervisors decide about outreach (24), these respondents feel that their supervisors believe outreach is somewhat important (3.83). This difference between supervisors and archivists is important when the supervisor decides which, if any, outreach activities will be done and how much time should be spent on them. The archivist may face conflict if he or she believes outreach is much more important than their supervisor, and thus spends more time on outreach than approved by their supervisor. The break down of this division between archivists and their supervisors into the type of institution provided answers that were not expected. The author assumed that archivists and supervisors at smaller schools would care more about outreach. This was not true. Perhaps the answers are such because at smaller institutions, archivists may have less chance to do outreach and their supervisors are more concerned with staffing the reference desk, or getting processing done, which they do not see as a form of outreach. On the other hand, university archives may employ more archivists and therefore provide more time for outreach activities (see Figure 8).

**FIGURE 8**

	<b>4 year college</b>	<b>2 year community college</b>	<b>Religious training</b>	<b>University with graduate programs</b>	<b>Other</b>
Importance to archivist	3.68*	4.33	4.5	4.24	4
Importance to supervisor	2.65	4.33	4.5	3.87	3.7

\*The possible answers were: 5=extremely important; 4=very important; 3=average importance; 2=somewhat important; 1=not at all important

### ***How Do Archivists Choose Between Outreach Programs?***

In the end, archivists must choose between different types of outreach and evaluate their choices. No archives can do every outreach program thought of by the archivist. When looking at the answer to question 30—what types of outreach did you choose from, who was the audience, why did you choose this way—it becomes apparent that the archivists consider four basic points when choosing an outreach activity: what will reach the most people, are there any budget constraints, what political implications are there to performing this activity, and does the staffing exist to do this?<sup>14</sup> Deciding between programs does not necessarily mean that the other choice is not done. Instead, the second program is generally completed on a smaller scale, if at all. For instance, one archivist answered that he had to choose between exhibits for National Archives Week or exhibits for major donors. He decided to do exhibits for donors because the Development Office has a lot of clout and a big budget. Still, the archivist intended to do something else for National Archives Week, but a very scaled down version with no additional funds.

### **CONCLUSION: THE DEFINITION OF OUTREACH**

After choosing the outreach programs to complete, and attempting to define their own work, archivists are left with conflicting views about the definition of outreach. When reviewing the respondents' answers, it is necessary to look at one particular question to examine this definition. The archivists were asked if they agree with the SAA *Glossary*'s definition of outreach, and sixty-three percent of the respondents believe it is "just right."<sup>15</sup> Although in this question most archivists do not want to challenge the definition or SAA's authority, their answers to the other questions do just that. "Organized activities" for "potential users" are, in the *Glossary*, the difference between outreach and general archival services. However, the type of

outreach most frequently engaged in by the respondents is reference work (answering questions). Web work is also often mentioned as a form of outreach, but neither activity is organized and both usually involve current patrons.

According to the respondents' answers throughout the survey, the definition of outreach becomes broader than what currently exists in the *SAA Glossary*. Outreach activities have expanded beyond simply exhibits, presentations, and tours to include reference, donor relations, and Internet work. Because of this, archivists need to redefine the term outreach to showcase the services provided and to include examples. The definition should also include, at least for college and university archivists, a sense of the primary mission of the archives, to educate. Perhaps a better definition for outreach is the following:

*any activity of an archives or manuscript repository intended to educate potential and current users about their holdings, services, and institutional history as well as their research and reference values. Examples include: exhibits, presentations, reference, and donor relations.*

Examples such as these that follow the definition must be included to further clarify the need for outreach activities to both archivists and their supervisors, and to assist new archivists in the field.

This survey showed that many activities can be both outreach and basic services, that by creating good relationships with patrons through basic services, the archivist is actually reaching out as well. Although not every archivist thinks that outreach is important, with a broader definition, every archivist is actually involved in outreach. While the conclusions of this survey have some limitations, perhaps archivists can use the respondents' answers to complete a clearer picture of the nature of outreach in the college and university archives. Their answers challenge old assumptions about the amount of outreach in archives, as well as the belief that outreach is done more often in smaller archives or primarily by those who have been active in the field for many years. Archivists will need to broaden their scope to include not only what is done specifically as an outreach event, but also the teaching and education that happens at the archives every day.

## NOTES

1. College and University Archives Section of the Society of American Archivists, *Guidelines for College and University Archives*, < [http://www.archivists.org/governance/guidelines/cu\\_guidelines.asp](http://www.archivists.org/governance/guidelines/cu_guidelines.asp) >.

2. Nicholas C. Burckel and J. Frank Cook, "A Profile of College and University Archives in the United States," *American Archivist* 45: 4 (Fall 1982): 426.

3. Lewis J. Bellardo and Lynn Lady Bellardo, comps., *A Glossary for Archivists, Manuscript Curators, and Records Managers* (Chicago: The Society of American Archivists, 1992): 24.

4. Ronald R. Powell, *Basic Research Methods for Librarians: Second Edition*, (New Jersey: Ablex Publishing Corporation, 1991), 75.

5. The author consulted The Ohio State University Center for Survey Research to determine the best way to survey the population. The consultant at the Center suggested that email was a valid option and the author chose to follow this advice.

6. See Appendix 1 for the survey questions.

7. Burckel and Cook, 424.

8. This can be broken down by type of institution into: 4 year colleges, 30.41 hours; 2 year community colleges, 35 hours; institutions of religious training, 57 hours; universities with graduate programs, 39.98 hours; other types of institutions, 29.18 hours.

9. Burckel and Cook, 422.

10. There may have been some misunderstanding about this question. It seemed in some cases archivists gave the total number of employees in their department, not in the college or university archives. However, the author used the numbers given without changing any answers.

11. See Appendix 2 for the answers to the entire checklist.

12. Answers to the question of the role of the Internet:

Information—36

Web site—38

Reference—29

Finding aids—23

Large/major—15

Very little/not much—14

Publicity/advertising—12

Increasing—11

None—8

Exhibits—7

Email—4

13. The difference between the top two answers for the most recent activity was from 27 to 17, while for the primary clientele of outreach programs it was from 40 to 13.

14. 21 archivists responded to this question. For a complete list of their answers, see Appendix 2.

15. This appears to directly correspond to the number of years the archivist has been in the field. For those who have 10 or less years of experience, 69% said the definition was “just right,” while 20% was it was “too narrow” and 8% said it was “too broad.” One respondent wrote that it was just “wrong.” For those who have 11 or more years of experience, fewer respondents (61.5%) think the definition is correct, 32.7% believe it is too narrow, and 5.1% believe it is too broad.

## APPENDIX 1

Survey questions sent to the random sample of members of the College and University Archives Section of the Society of American Archivists

\*\*\*\*\*

The first nine questions concern the institution for which you work.

1. Which one of the following best describes your institution? (Check one)

\_\_\_ 4 yr college

\_\_\_ 2 yr community college

\_\_\_ Religious training

\_\_\_ University with graduate programs

\_\_\_ Other

2. What is the total student enrollment at your institution (approximate number is acceptable)?

3. Are the college or university archives administratively part of a larger archives/special collections or library?

4. Is your unit physically located within a larger library?

5. How many employees work in your department? (including archivists/librarians and staff, excluding temporary student workers)

6. How many of those employees are actively involved in outreach?

7. How many hours a day are you open to the public (to the nearest hour)? What is the average number of hours per week?

8. Does the archives have a separate budget for outreach projects? (Check one)

☐ Yes ☐ No

9. How are outreach programs funded? (Check one)

☐ General archives funds

☐ Fees

☐ Library funds

☐ University funds

☐ Other

The next group of questions concerns your personal experience.

10. How many years of experience do you have in college and university archives?

#### **APPENDIX 1 (continued)**

11. Are you currently working for a college or university archives?

☐ Yes ☐ No

If yes, please continue the survey. If no, please answer questions 15-26 from your experience at the last college or university archives for which you worked and then continue the rest of the survey.

12. How long have you worked in your current position (your last experience)?

13. Are you: (check one)

☐ a lone arranger

☐ one archivist among other archivists

☐ a director or head of the archives

☐ other (please specify):

14. What is your job title?

Please answer the following questions from your experience at all of the college and university archives at which you have worked.

15. Please mark the items below which you think are basic services of the archives:

(Check all that apply)

☐ Answering questions for on-campus patrons (students, staff, faculty)

☐ Answering questions for off-campus patrons (alumni, public)

☐ Referring patrons to other archives/repositories (on and off campus)

☐ Donor relations

☐ Presentations to classes or groups who visit the archives

☐ Presentations to classes or groups outside the archives (on and off campus)

☐ Records management

☐ Exhibits

☐ Displays (bulletin boards, information boards, etc.)

☐ Brochures

☐ Committee work on campus

☐ Giving tours of the archives

☐ Cataloging

☐ Accessioning

☐ Processing

☐ Preservation

☐ Internet work (web pages)

- ☐ Reproducing photographs, tapes, films
- ☐ Photocopying
- ☐ Research (for yourself for both personal advancement and/or publication)
- ☐ Indexing (i.e., for a magazine)
- ☐ Loaning records to the office of origination

16. To whom does the archives offer basic services? (Check all that apply)

- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Administrators
- ☐ Alumni
- ☐ Members of a consortium
- ☐ Local public (municipal, county, state)
- ☐ Public in the United State or Canada
- ☐ Public abroad

17. Who is the archives' primary clientele? (Check one)

- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Administrators
- ☐ Alumni
- ☐ Members of a consortium
- ☐ Local public (municipal, county, state)
- ☐ Public in the United States or Canada
- ☐ Public abroad

18. How do users find out about the resources at the archives?

19. What role(s) does the Internet play for the archives?

20. Please mark the items below that you consider outreach programs for any archives:  
(Check all that apply)

- ☐ Answering questions for on-campus patrons (students, staff, faculty)
- ☐ Answering questions for off-campus patrons (alumni, public)

#### **APPENDIX 1 (continued)**

- ☐ Referring patrons to other archives/repositories (on and off campus)
- ☐ Donor relations
- ☐ Presentations to classes or groups inside the archives
- ☐ Presentations to classes or groups outside the archives (on and off campus)
- ☐ Records management
- ☐ Exhibits
- ☐ Displays (bulletin boards, information boards, etc.)
- ☐ Brochures
- ☐ Committee work on campus
- ☐ Giving tours of the archives
- ☐ Cataloging
- ☐ Accessioning
- ☐ Processing
- ☐ Preservation
- ☐ Internet work (web pages)
- ☐ Reproducing photographs, tapes, films



- ☐ Photocopying
- ☐ Research (for yourself for both personal advancement and/or publication)
- ☐ Indexing (i.e., for a magazine)
- ☐ Loaning records to the office of origination

21. To whom does the archives offer outreach programs? (Check all that apply)

- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Administrators
- ☐ Alumni
- ☐ Members of a consortium
- ☐ Local public (municipal, county, state)
- ☐ Public in the United States or Canada
- ☐ Public abroad

22. Who is the archives' primary clientele for outreach programs? (Check one)

- ☐ Students
- ☐ Faculty
- ☐ Staff
- ☐ Administrators
- ☐ Alumni
- ☐ Members of a consortium
- ☐ Local public (municipal, county, state)
- ☐ Public in the United States or Canada
- ☐ Public abroad

23. In what type of outreach activity is the archives most frequently engaged?

24. Who at the archives has the final decision whether or not outreach programs will be conducted? (Check one)

- ☐ Self
- ☐ My supervisor
- ☐ The dean or director of the library
- ☐ Other

25. The Society of American Archivists defines outreach as "organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value." (SAA Glossary) Based on your own experiences in college and university archives, is this definition: (Check one)

- ☐ Too broad
- ☐ Just right
- ☐ Too narrow

26. Using the preceding definition of outreach or your own, how frequently did the archives participate in outreach in the most recent three-month period? (Check one)

- ☐ Every week
- ☐ Every other week
- ☐ Once a month
- ☐ Every other month
- ☐ Every three months
- ☐ Never

The remaining questions concern your personal experiences and opinions.

27. List the types of outreach that you are personally involved in:

## APPENDIX 1 (continued)

28. List the most recent outreach activity you have participated in:

28 a. Who was the intended audience?

29. Approximately how much time was devoted to preparing and presenting this activity?

(Check one)

- ☐ Less than an hour  
☐ 1-2 hours  
☐ 2-3 hours  
☐ More than 3 hours

30. In the last three months, have you had to decide which outreach program to offer from among two or more?

(Check one)

☐ Yes ☐ No

30 a. If yes, what were the various choices?

30 b. Which did you choose?

30 c. How and why did you decide that program?

Please rate the following statements using the following scale.

5 = extremely important

4 = very important

3 = average importance

2 = somewhat important

1 = not at all important

31. How important do you think outreach programs are to your supervisor?

☐5 ☐4 ☐3 ☐2 ☐1 ☐N/A

32. How important are outreach programs to you as an archivist?

☐5 ☐4 ☐3 ☐2 ☐1

33. How important is reference work to you as an archivist?

☐5 ☐4 ☐3 ☐2 ☐1

34. How important is visibility to the ongoing success of an archives?

☐5 ☐4 ☐3 ☐2 ☐1

35. How important is outreach to the visibility of the archives?

☐5 ☐4 ☐3 ☐2 ☐1

## APPENDIX 2

Results of the survey of the random sample of archivists in the College and University Archives Section of the Society of American Archivists.

\*\*\*\*\*

1. Which one of the following best describes your institution? (Check one)

37 (31.9%) 4 yr college

3 (2.6%) 2 yr community college

2 (1.7%) Religious training

63 (54.3%) University with graduate programs

11 (9.5%) Other

2. What is the total student enrollment at your institution (approximate number is acceptable)? Total average – 14004.65

Averages by type of institution:

4 year college – 4449.41

2 year community college – 8333.33

Religious training – 500

University with graduate programs – 22239.11

Other – 2986.09

3. Are the college or university archives administratively part of a larger archives/special collections or library?  
100 yes (86.2%)

4. Is your unit physically located within a larger library? 92 yes (79.3%)

5. How many employees work in your department? (including archivists/librarians and staff, excluding temporary student workers) Total average - 4.73

Averages by type of institution:

4 year college – 2.78

2 year community college – 1.3

Religious training – 1 school – 1, the other school – 15

University with graduate programs – 5.84

Other – 5.27

6. How many of those employees are actively involved in outreach? Total average – 3.03

Averages by type of institution:

4 year college – 1.95

2 year community college – 1

## **APPENDIX 2 (continued)**

Religious training – 0 in first school, 11 in second school

University with graduate programs – 3.46

Other – 4.36

7. How many hours a day are you open to the public (to the nearest hour)? What is the average number of hours per week?

Average hours per week by type of institution:

4 year college – 30.41

2 year community college – 35

Religious training – 57

University with graduate programs – 39.98

Other – 29.18

8. Does the archives have a separate budget for outreach projects? (Check one)

8 (6.9%) Yes     \_\_\_ No

9. How are outreach programs funded? (Check one)

47 (40.5%) General archives funds

36 (31.0%) Library funds 21 (18.1%) Other

2 (1.7%) University funds

\_\_\_ Fees

10. How many years of experience do you have in college and university archives?

Total average – 11.85

Average by type of institution:

4 year college – 11.05  
2 year community college – 7  
Religious training – 2  
University with graduate programs – 13.76  
Other – 6.82

11. Are you currently working for a college or university archives?  
103 (88.8%) Yes      \_\_\_\_ No

12. How long have you worked in your current positions (your last experience)?  
Total average – 7.66 years  
Average by type of institution:  
4 year college – 8.27  
2 year community college – 3.67  
Religious training – 1  
University with graduate programs – 8.24  
Other – 4.55

13. Are you: (check one)  
41 (35.3%) a director or head of the archives  
29 (25%) a lone arranger  
25 (21.6%) one archivist among other archivists  
11 (9.5%) other (please specify):

14. What is your job title?  
31 (26.7%) Archivist  
25 (21.6%) College/University Archivist  
17 (14.7%) Head of Special Collections  
15 (12.9%) Director/Head  
13 (11.2%) Assistant/Associate Archivist  
4 (3.4%) Reference/Librarian

15. Please mark the items below which you think are basic services of the archives: (Check all that apply)  
113 (97.4%) Answering questions for on-campus patrons (students, staff, faculty)  
112 (96.6%) Answering questions for off-campus patrons (alumni, public)  
112 (96.6%) Processing  
108 (93.1%) Accessioning  
107 (92.2%) Referring patrons to other archives/repositories (on and off campus)  
107 (92.2%) Preservation  
105 (90.5%) Presentations to classes or groups who visit the archives  
103 (88.8%) Donor relations  
102 (87.9%) Photocopying  
101 (87.1%) Giving tours of the archives  
93 (80.2%) Exhibits

## **APPENDIX 2 (continued)**

88 (75.9%) Cataloging  
88 (75.9%) Internet work (web pages)  
85 (73.3%) Reproducing photographs, tapes, films  
83 (71.6%) Presentations to classes or groups outside the archives (on and off campus)  
81 (69.8%) Committee work on campus  
80 (70.0%) Loaning records to the office of origination  
78 (67.2%) Records management  
74 (63.8%) Brochures

70 (60.3%) Research (for yourself for both personal advancement and/or publication)  
62 (53.4%) Displays (bulletin boards, information boards, etc.)  
35 (30.2%) Indexing (i.e., for a magazine)

16. To whom does the archives offer basic services? (Check all that apply)

114 (98.3%) Faculty  
114 (98.3%) Staff  
114 (98.3%) Administrators  
113 (97.4%) Students  
110 (94.8%) Alumni  
99 (85.3%) Public in the United States or Canada  
98 (84.5%) Local public (municipal, county, state)  
88 (75.9%) Public abroad  
56 (48.3%) Members of a consortium

17. Who is the archives' primary clientele? (Check one)

36 (31.0%) Students  
26 (22.4%) Administrators  
12 (10.3%) Staff 8 (6.9%) Public in the United States or Canada  
5 (4.3%) Faculty  
4 (3.4%) Local public (municipal, county, state)  
1 (0.9%) Alumni  
\_\_\_Members of a consortium  
\_\_\_Public Abroad

18. How do users find out about the resources at the archives?

39 (33.6%) web site  
28 (24.1%) referral  
16 (13.8%) catalog  
13 (11.2%) brochures  
8 (6.9%) articles  
4 (3.4%) displays  
2 (1.7%) classes

19. What role(s) does the Internet play for the archives?

Information – 36  
Web site – 38  
Reference – 29  
Finding aids – 23  
Large/major – 15  
Very little/not much – 14  
Publicity/advertising – 12  
Increasing – 11  
None – 8  
Exhibits – 7  
Email – 4

20. Please mark the items below that you consider outreach programs for any archives: (Check all that apply)

101 (87.1%) Presentations to classes or groups inside the archives  
100 (86.2%) Exhibits  
99 (85.3%) Giving tours of the archives  
96 (82.8%) Presentations to classes or groups outside the archives (on and off campus)  
93 (80.2%) Brochures  
90 (77.6%) Internet work (web pages)  
86 (74.1%) Donor relations  
83 (71.6%) Displays (bulletin boards, information boards, etc.)

- 79 (68.1%) Answering questions for off-campus patrons (alumni, public)  
76 (65.5%) Answering questions for on-campus patrons (students, staff, faculty)  
70 (60.3%) Referring patrons to other archives/repositories (on and off campus)

## APPENDIX 2 (continued)

- 69 (59.5%) Committee work on campus  
43 (37.1%) Loaning records back to the office of origination  
41 (35.3%) Records management  
41 (35.3%) Research (for yourself for both personal advancement and/or publication)  
40 (34.5%) Photocopying  
38 (32.8%) Reproducing photographs, tapes, films  
37 (31.9%) Processing  
36 (31.0%) Cataloging  
34 (29.3%) Accessioning  
34 (29.3%) Preservation  
19 (16.4%) Indexing (i.e., for a magazine)

21. To whom does the archives offer outreach programs? (Check all that apply)

- 95 (81.9%) Students  
94 (81.0%) Alumni  
92 (79.3%) Faculty  
88 (75.9%) Staff  
88 (75.9%) Administrators  
81 (69.8%) Local public (municipal, county, state)  
63 (54.3%) Public in the United State or Canada  
47 (40.5%) Public abroad  
37 (31.9%) Members of a consortium

22. Who is the archives' primary clientele for outreach programs? (Check one)

- 40 (34.5%) Students  
13 (11.2%) Administrators  
8 (6.9%) Local public (municipal, county, state)  
5 (4.3%) Faculty  
5 (4.3%) Staff  
5 (4.3%) Alumni  
5 (4.3%) Public in the United States or Canada  
\_\_\_ Members of a consotium  
\_\_\_ Public abroad

23. In what type of outreach activity is the archives most frequently engaged?

- Reference – 32  
Exhibits – 31  
Presentations – 29  
Instruction/talks/teaching – 21  
Web – 17  
Publications – 13  
Tours – 10  
Displays – 5  
Professional organization membership/participation – 3  
Donor relations – 3  
Processing/cataloging/finding aids – 2  
Alumni – 1  
Others mentioned–oral history, history of the school, committee work/campus relations

24. Who at the archives has the final decision whether or not outreach programs will be conducted? (Check one)

55 (47.4%) Self  
24 (20.7%) My supervisor  
23 (19.8%) The dean or director of the library  
6 (5.2%) Other

25. The Society of American Archivists defines outreach as “organized activities of archives or manuscript repositories intended to acquaint potential users with their holdings and their research and reference value.” (SAA Glossary) Based on your own experiences in college and university archives, is this definition: (Check one)

73 (62.9%) Just right  
29 (25%) Too narrow  
8 (6.9%) Too broad

26. Using the preceding definition of outreach or your own, how frequently did the archives participate in outreach in the most recent three-month period? (Check one)

67 (57.8%) Every week  
14 (12.1%) Every other week  
10 (8.6%) Once a month  
10 (8.6%) Never  
5 (4.3%) Every three months  
4 (4.3%) Every other month

## **APPENDIX 2 (continued)**

27. List the types of outreach that you are personally involved in:

Presentations/talks – 68  
Exhibits – 40  
Reference – 38  
Web – 38  
Tours – 33  
Publications – 20  
Discussions (informal) – 15  
Display – 14  
Records management – 12  
Brochures – 11  
Archival functions – 7  
Others mentioned: organization meetings, open house, and referrals

28. List the most recent outreach activity you have participated in (97 answers):

Presentation/lecture/walk – 39  
Exhibit/display – 18  
Web – 9  
Publication – 8  
Tour – 6  
Reception – 4  
Brochure – 2  
Donor relations – 2  
Others mentioned: call to media, oral history, reference, referrals, accessioning and processing

28 a. Who was the intended audience?

Students – 27  
All (public and campus) – 17  
Staff – 15  
Specific groups (historical society, Chinese archivists, Kiwanis club) – 10  
Alumni – 9  
Campus community – 6

Administration – 5  
Faculty – 3  
Donors – 2

29. Approximately how much time was devoted to preparing and presenting this activity? (Check one)

49 (47.5%) More than 3 hours

25 (24.3%) 1-2 hours

18 (17.5%) 2-3 hours

11 (10.7%) Less than an hour

30. In the last three months, have you had to decide which outreach program to offer from among two or more?  
(Check one)

21 (18.1%) Yes      \_\_\_\_ No

30 a. If yes, what were the various choices?

30 b. Which did you choose?

30 c. How and why did you decide that program?

The answers to question 30a, b, and c are listed below at the end of the rest of the results.

31. How important do you think outreach programs are to your supervisor?

41 (35.3%) – 5 (extremely important)

30 (25.9%) – 4 (very important)

18 (15.5%) – 3 (average importance)

10 (8.6%) – 2 (somewhat important)

6 (5.2%) – 1 (not at all important)

11 (9.5%) – N/A

Total average – 3.48

32. How important are outreach programs to you as an archivist?

57 (49.1%) – 5 (extremely important)

35 (30.2%) – 4 (very important)

11 (9.5%) – 3 (average importance)

4 (3.4%) – 2 (somewhat important)

3 (2.6%) – 1 (not at all important)

No answer – 6 (5.2%)

Total average – 4.08

## **APPENDIX 2 (continued)**

33. How important is reference work to you as an archivist?

80 (70.0%) – 5 (extremely important)

26 (22.4%) – 4 (very important)

5 (4.3%) – 3 (average importance)

1 (0.9%) – 2 (somewhat important)

0 – 1 (not at all important)

No answer – 7 (6.0%)

Total average – 4.53

34. How important is visibility to the ongoing success of an archives?

73 (62.9%) – 5 (extremely important)

26 (22.4%) – 4 (very important)

9 (7.8%) – 3 (average importance)

3 (2.6%) – 2 (somewhat important)

1 (0.9%) – 1 (not at all important)

No answer – 4 (3.4%)

Total average – 4.37



35. How important is outreach to the visibility of the archives?

61 (52.3%) – 5 (extremely important)

37 (31.9%) – 4 (very important)

7 (6.0%) – 3 (average importance)

4 (3.4%) – 2 (somewhat important)

2 (1.7%) – 1 (not at all important)

No answer – 5 (4.3%)

Total average – 4.21

#### Answers to question 30:

30c – whichever seemed most important at the time

30 a – exhibits for National Archives Week or exhibits for major donors

30 b – exhibits for major donors

30 c – Development office has clout – and a big budget. Still doing something for National Archives Week, but very scaled down – no additional fund

30a – exhibits, lectures, oral history project, other public programming, class presentations, web development

30b – have decided to engage in some of all of these, although probably not as much of each as we would have if we had more staffing and resources

30c – budget, staffing, external and political considerations

30a – public program vs. staff program

30b – staff program

30c – staff programs have precedence over public programs because of the records management emphasis within the archives

30c – we have to make these choices all of the time during the academic year

30a – inclusion in general student/faculty orientation or targeting to administrators

30b – audience potential

30c – administration target

30a – particularly stretched in area of displays. Could be creating new ones every two weeks

30b – went for a reduced display calendar

30c – staff, resources

30a – newsletter or brochure

30b – newsletter

30c – it contains more information, is more up to date, and reaches more people

30a – creation of exhibits vs. internet development

30b – creation of exhibits first

30c – dedication of new library in June warranted exhibit creation first

30a – assistance with exhibits, workshops, public speaking

30b – did them all

30c – I had planned them in advance and was able to repeat, or use some of the materials from the past

30a – exhibits on-site, web exhibits, meeting presentations

30b – meeting presentations

30c – personal contact most effective

30 – I do any and all that I can

30a – programs, exhibits, publicity about department

30b – exhibits, publicity

30c – I decided to postpone the program until National Library Week. Our speaker will be available. She's a very renowned speaker in the area and an author of a publication on the history of the University.

## **APPENDIX 2 (continued)**

30 – yes (did not answer the other part)

30a – mount departmental website or catalog finding aids using EAD

30b – website

30c – The website can reach a larger audience; EAD required more staff time and training, or the expense of outsourcing.

30a – exhibit and table tents/public programming/tours of the archives

30b – exhibit and table tents

30c – Less time-consuming for the staff. We did all three last year but had too many other responsibilities this year.

30a – workshop to library staff to show the kinds of things we do, tours to classes, writing a column in the alumni newsletter

30b – library staff workshop

30c – we are merging with them. Educate folks and to acquire stuff – to fill in the gaps in our holdings

30a – meetings, aiding researchers

30b – aiding on and off campus researchers

30c – Probably, the research for particular patrons will result in more historical contributions than publicizing the collections generally. However, I have had auditors who came in later, fired with enthusiasm for a topic which had been briefly described in a meeting.

30a – choice was made related to 40th anniversary events. Have to set priority and stay with it

30a,b,c – Outreach programs (excluding reference) always required ad hoc priority determinations and staff assignments. One chooses to respond to all reasonable demands and limit the response based on the resources available and the urgency of the request, e.g., trips to secure endowments or services contracts had the highest priority. In consulting, it was often necessary to counsel against outreach programs when funding, staffing and facilities were inadequate.

30a – web site work or exhibition

30b – web site

30c – greater potential audience

30a – work on idea for new displays or help researchers

30b – help researchers

30c – “A bird in hand . . .”